

*School Leadership Support
and Development:
Reconceptualizing Roles and
Responsibilities of Principals
and Teacher Leaders*

**National Comprehensive Center for Teaching
Quality's What Works Conference**

November 10-11, 2008

Fairmont Hotel

Washington, DC



Promoting and Support Teacher Leadership

MODERATOR:

- ◆ **Terry Dozier**, Director, Center for Teacher Leadership, Virginia Commonwealth University

PANELISTS:

- ◆ **Lewis Chappellear**, Teacher, James Monroe High School, Los Angeles Unified School District
- ◆ **Kim Burke**, Principal, JC Nalle Elementary School, District of Columbia
- ◆ **Pamela Coleman**, Director of Teacher Education and Licensure, Kansas Department of Education



Our Mission:

**To promote and support teacher
leadership to improve
teaching and learning**

The VCU Center for Teacher Leadership works with accomplished teachers to

- ◆ promote the concept of teachers as leaders of change.
- ◆ develop more effective teacher leaders through access to information and high-quality training.
- ◆ share the knowledge, experience, and insight of teachers with policymakers and others.



Why Teaching Leadership?

- ◆ Standards movement
- ◆ National Commission on Teaching and America's Future
- ◆ Leadership for Learning: Redefining the Teacher as Leader

Why Teacher Leadership?



“Educational change depends on what teachers do and think. It’s as simple and as complex as that.” -Michael Fullan

Why Teacher Leadership?

- **Cultivates a largely untapped resource for change and improvement in schools.**
- **Keeps good teachers in the classroom.**



Why Veteran Teachers Leave

- ◆ Low salaries
- ◆ Lack of support from school administrators
- ◆ Pupil discipline problems
- ◆ Lack of teacher input into decision making

Source: Richard Ingersoll, University of Pennsylvania



What New Teachers Want

- ◆ **Teamwork and support**
- ◆ **Professional opportunities that include leadership opportunities**
- ◆ **Fair pay and a differentiated pay structure that rewards outstanding performance, acquiring new skills, and assuming new roles and responsibilities.**

Source: Susan Moore Johnson, Harvard researcher

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- **Keeps good teachers in the classroom.**
- **Benefits students.**

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- **Cultivates a largely untapped resource for change and improvement in schools.**
- **Keeps good teachers in the classroom.**
- **Benefits students.**
- **Provides principals with much-needed assistance.**



“The lone warrior myth of leadership is a sure route to heroic suicide.”

Heifetz and Linsky, 2002



“Teacher leadership is the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of the school communities to improve teaching and learning practices with the aim of increased student learning and achievement.”

-From meta-analysis of teacher leadership research by York-Barr and Duke (2004)



Teacher Leaders . . .



- ◆ are excellent teachers.
- ◆ influence others.



Voices from the Field

- ◆ **Lewis Chappellear**, Teacher, James Monroe High School, Los Angeles Unified School District
- ◆ **Kim Burke**, Principal, JC Nalle Elementary School, District of Columbia
- ◆ **Pamela Coleman**, Director of Teacher Education and Licensure, Kansas Department of Education



Partner Conversations

3-2-1 Protocol



- 3** Most important reasons to promote teacher leadership.
- 2** Challenges schools face in promoting teachers as leaders.
- 1** Question I would like to ask the panelists about teacher leadership.

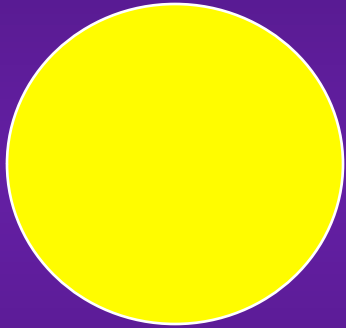


Questions?

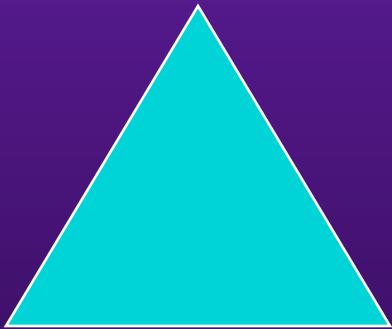




What is one thing I learned today that squares with my experiences with teacher leadership?



What questions about teacher leadership are still going around in my head?



What are 3 new ideas about teacher leadership that I'm taking away from today's session?



“Teachers harbor extraordinary leadership capabilities, and their leadership potential is a major untapped resource for improving our nation’s schools. The world will come to accept that all teachers can lead, as many now accept that all children can learn. . .if we can overcome the many impediments facing teachers. . .that block teachers’ leading and if we can find conditions under which teachers will exercise that leadership.”

--Roland Barth